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IDENTIFIERS *Adaptive Behavior Scales

ABSTRACT

This document correlates resource materials to items on the clinical and public school versions of the American Association on Mental Deficiency (AAMD) Adaptive Behavior Scale. The rating scales were designed for mentally retarded children and adults and measure behavior in terms of independent functioning, physical development, economic activity, language development, number and time concepts, domestic activity, vocational activity, self-direction, responsibility, and socialization. Correlated instructional resources are representative of those available to persons involved in the education and training of the severely and profoundly handicapped. Resource materials are displayed with matching test items and specific page references. Full bibliographic information and publisher addresses are included. The document was designed to offer a listing of materials useful in providing instruction or educational experiences. However, materials are not necessarily designed to remediate specific deficits depicted by lower scores on the behavior scales. (Author/JAC)

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AAMD Adaptive Behavior Scales

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NATIONAL INSTITUTE OF EDUCATION

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July
1977

Texas State Learning Resource Center
1912 Speedway, Austin, Texas 78712
512/471-3145

July 1977

Correlation of Some Suggested Materials to the

...AAMD Adaptive Behavior Scales

Resource materials have been correlated to the items in the Clinical Version and the Public School Version of the AAMD Adaptive Behavior Scale.* This list is not comprehensive; it includes resources representative of those available to persons involved in the education and training of the severely and profoundly handicapped. The correlation of the various resources to specific items in the Scales may prove useful in the development of Individualized Education Programs.

On each of the following pages the left-hand column lists the items from the AAMD Adaptive Behavior Scale for Children and Adults. The center column lists the corresponding items from the Public School Version of the scale; this column has been left blank where there is no corresponding item to the first scale. The right-hand column lists resources which correspond to the scale items with specific page or item references, generally. Shortened forms of titles have been used in the correlations; full bibliographic information is cited at the end of the publication plus complete addresses of the publishers.

A resource document which was used in the original (October 1976) preparation of this list was a print-out from TARC located at the Bureau of Child Research, The University of Kansas, Lawrence, Kansas. Items in this revised list which do not indicate specific page numbers, items, or tasks were taken from the document for inclusion, however, access to the specific title was not possible, consequently, only a global reference is made.

A cautionary note to the user: the materials referenced in this list have not been developed from the AAMD Adaptive Behavior Scale, Public School Version. The only relationship existing between these materials and the Behavior Scale is the similarity of terms within the scale sub-domains and the titles of the materials. The intent of the publication is to offer a list of materials which may be useful generally when providing instruction or educational experiences dealing with these topics. The user should not assume that these materials are designed to or will remediate specific deficits depicted by lower scores on the Scales.

*Nihira, Kazuo, and others. AAMD Adaptive Behavior Scale, 1975 Revision. Washington, D. C.: American Association on Mental Deficiency, 1974, 1975.

Lambert, Nadine and others. AAMD Adaptive Behavior Scale, Public School Version, 1974 Revision. Washington, D. C.: American Association on Mental Deficiency, 1975.

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Instructional Media and Materials Suggested for Use to Ameliorate Deficiencies Identified through the AAMD Adaptive Behavior Scale

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
I. INDEPENDENT FUNCTIONING *A. Eating* [1] Use of Table Utensils (Circle only ONE) Uses knife and fork correctly and neatly Uses table knife for cutting or spreading Feeds self with spoon and fork - neatly Feeds self with spoon and fork - considerable spilling Feeds self with spoon - neatly Feeds self with spoon - considerable spilling Feeds self with fingers or must be fed	I. INDEPENDENT FUNCTIONING *A. Eating* [1] Use of Table Utensils (Circle only ONE) Uses knife and fork correctly and neatly Uses table knife for cutting or spreading Feeds self with spoon and fork - neatly Feeds self with spoon and fork - considerable spilling Feeds self with spoon - neatly Feeds self with spoon - considerable spilling Feeds self with fingers or must be fed	(1) APT: Using a fork, Item 12, p. 1. (2) BEGINNING WITH THE HANDICAPPED: Eating: Self-feeding, pp. 30-31; Eating with a spoon, pp. 31-32; Eating with a fork, pp. 32-33; Eating with a knife, pp. 33-34. (3) EATING WITH A SPOON (4) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Eating with a fork, pp. 619-621; Eating with a spoon, pp. 622-624; Using a knife and fork, pp. 625-628. (5) LEARNING STAIRCASE: Module: Fine Motor, Level 5 - Self Help Skills, #1 spoon; #4 fork. (6) LEARNING STEPS: Introduction to eating, pp. 93-104; Feeding the child from a spoon, p. 105; Changing the child's eating habits, p. 107; To eat finger foods, p. 108; To feed himself from a spoon, p. 112; To eat with a fork, p. 122; To use a knife to spread food, p. 123; To cut his food with a knife, p. 124. (7) NEW WAYS TO TEACH NEW SKILLS PART 4: Spoon use, fork use, knife use. (8) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 2-254.00A, 2-265.00A, 3-367.00A, 4-481.00A, 4-498.00A, 4-501.00A, 4-589.00A. (9) Portage: Self help 10 (figures), 12, 14, 26, 29, 46, 53, 75, 79, 100 Motor 40 (10) Project MEMPHIS: Self-Feeding, p. 79. (11) PROJECT MORE: Eating. (12) Project Vision-Up: 27SH18-24, 42SH24, 83SH36-42, 165SH72. (13) RADEA: Functional Living: Task 9, grasp a spoon; Task 10, finger feed; Task 11, spoon feed; Task 59, use of fork. (14) Step-By-Step Learning Guide for Older Retarded Children, Self Care: Eating, Tasks 41-42, 47, 49, pp. 49-50, 53, 55. (15) TEACHING RESEARCH CURRICULUM: Eating: Finger foods, p. 44; with spoon or fork, p. 44; spreading with a knife, p. 45; cutting with a spoon or fork, pp. 45-46; spearing with a fork, p. 46; cutting with a knife, p. 46; unpeeling foods, p. 47. (16) TEACHING THE RETARDED CHILD: Daily Living Skills, Self-feeding, pp. 45-48.

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Children and Adults	Public School Version	
[2] **Eating in Public** (Circle only ONE) Orders complete meals in restaurants Orders simple meals like hamburgers or hot dogs Orders soft drinks at soda fountain or canteen Does not order at public eating places	[2] **Eating in Public** (Circle only ONE) Orders complete meals in restaurants Orders simple meals like hamburgers or hot dogs Orders soft drinks at soda fountain or canteen Does not order at public eating places	(1) APT: Dining room procedure, Item 11, pp. 1-2. (2) BEGINNING WITH THE HANDICAPPED: Pouring, pp. 35-36. Cafeteria Lines, pp. 36-37. (3) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Eating in a Cafeteria, pp. 616-618. (4) Portage: Self-help 82, 94, 103. (5) PROJECT MORE: Eating.
[3] **Drinking** (Circle only ONE) Drinks without spilling, holding glass in one hand Drinks from cup or glass unassisted - neatly Drinks from cup or glass unassisted considerable spilling Does not drink from cup or glass unassisted	[3] **Drinking** (Circle only ONE) Drinks without spilling, holding glass in one hand Drinks from cup or glass unassisted - neatly Drinks from cup or glass unassisted considerable spilling Does not drink from cup or glass unassisted	(1) APT: Drinking, Item 10, p. 1. (2) BEGINNING WITH THE HANDICAPPED: Using a straw, pp. 35-36; Drinking from a glass, pp. 30-31. (3) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Drinking from a glass, pp. 613-615. (4) LEARNING STEPS: To drink from a cup, pp. 106, 113; To set his cup down, p. 114. (5) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self-care skills 2-300.00A, 2-340.00A (6) Portage: Self help 8, 11, 15, 26, 28, 39, 47, 68, 102, 103. (7) Project Vision-Up: 7SH8, 40SH24, 67SH36, 89SH36-48. (8) RADEA: Functional Living: Task 14, Drink from a cup; Task 63, Pour from a container. (9) Step-By-Step Learning Guide for Older Retarded Children, Self Care: Eating, Tasks 42-43, pp. 50-51. (10) TEACHING RESEARCH CURRICULUM: Eating: Drinking from a glass, p. 45; drinking with a straw, p. 47; pours liquid from a pitcher, p. 47; using a napkin, p. 48.
[4] **Table Manners** (Check ALL statements which apply) Swallows food without chewing Chews food with mouth open Drops food on table or floor Uses napkin incorrectly or not at all Talks with mouth full Takes food off others' plates Eats too fast or too slow Plays in food with fingers **None of the above** ___ Does not apply, e.g., because he or she is bedfast, and/or has liquid food only. (If checked, enter "0" in the circle to the right.)	[4] **Table Manners** (Check ALL statements which apply) Swallows food without chewing Chews food with mouth open Drops food on table or floor Uses napkin incorrectly or not at all Talks with mouth full Takes food off others' plates Eats too fast or too slow Plays in food with fingers **None of the above** ___ Does not apply, e.g., because he or she is bedfast, and/or has liquid food only. (If checked, enter "0" in the circle to the right.)	(1) APT: Dining room procedures, Item 11, pp. 1-2. (2) BEGINNING WITH THE HANDICAPPED: Using a napkin, pp. 34-35; Swallowing, pp. 25-28; chewing, pp. 29-30. (3) ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: Dining room procedure. (4) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Chewing solid food, pp. 609-612. (5) LEARNING STEPS: Preparing the child for chewing, p. 109; To chew, p. 110; To use a napkin, p. 115. (6) MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: Dining room procedure.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
4. Table Manners (Cont.)	4. Table Manners (Cont.)	(7) THE MINI-MEAL: A METHOD FOR TEACHING EATING SKILLS TO THE PROFOUNDLY RETARDED. (8) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self-care skills 2-322.00A. (9) Portage: Self-help 1, 30, 45. (10) Project MORE: Eating. (11) Project Vision-Up: 64SH30, 66SH36. (12) RADEA: To "swallow table food", Special Problems. (13) Step-By-Step Learning Guide for Older Retarded Children, Self Care: Eating, Tasks 51-52, pp. 56-58. (14) TEACHING RESEARCH CURRICULUM: Eating: sucks, p. 43; swallows, p. 43; chewing, pp. 43-44; serving self foods, p. 48; seating self at table, pp. 48-49; passing food at table, p. 49.
B. Toilet Use [5] Toilet Training (Circle only ONE) Never has toilet accidents Never has toilet accidents during the day Occasionally has toilet accidents during the day Frequently has toilet accidents during the day Is not toilet trained at all	***B. Toilet Use*** [5] Toilet Training (Circle only ONE) Never has toilet accidents Never has toilet accidents during the day Occasionally has toilet accidents during the day Frequently has toilet accidents during the day Is not toilet trained at all	(1) APT: Routine trained, Item 13, p. 1; Toilet trained, Item 14, pp. 1-2. (2) BEGINNING WITH THE HANDICAPPED: "Toilet Training" pp. 12-21. (3) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Toilet scheduling, pp. 809-811. (4) LEARNING STAIRCASE: Module: Toilet Training, Levels 1, 2. (5) LEARNING STEPS: Introduction to toilet training, pp. 159-174; Teaching the child 'wet' and 'dry', p. 175. (6) A MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: Independent Toileting. (7) NEW WAYS TO TEACH NEW SKILLS, PART 4: Toilet regulation and scheduling. (8) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self-care skills 1-245.00, 2-276.00A, 2-333.00A. (9) Portage: Self help 17, 25, 32, 34, 38, 41, 43, 56, 57, 76. (10) Project MEMPHIS: Toilet training, pp. 81-82. (11) Project Vision-Up: 16SH15-18, 20SH18, 26SH18-24, 28SH21, 52SH24, 54SH24-30, 55SH24-36, 57SH24-66, 58SH30, 59SH30, 92SH36-48, 93SH36-48. (12) RADEA: Functional Living, 12, 13. Functional Living, 40, Level 2 (Goes to toilet unreminded) Special Problems: Toilet trained in 3 days. (13) Step-By-Step Learning Guide for Older Retarded Children, Self Care: Toileting, Tasks 20-22, pp. 33-34.

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PART ONE

Children and Adults	Public School Version	
5. Toilet Training (Cont.)	5. Toilet Training (Cont.)	(14) TEA (15) Tea To (16) TOI (17) TOI (18) TOI
[6] Self-Care at Toilet (Check ALL statements which apply) Lowers pants at the toilet without help Sits on toilet seat without help Uses toilet tissue appropriately Flushes toilet after use Puts on clothes without help Washes hands without help None of the above ____ .		(1) APT (2) Ins 81 (3) LEA (4) LEA Us Te Te Te Te Te Te Te (5) NEW (6) PER 2- (7) Por (8) Pro (9) Ste Ta (10) TEA
C. Cleanliness [7] Washing Hands and Face (Check ALL statements which apply) Washes hands with soap Washes face with soap Washes hands and face with water Dries hands and face None of the above ____	C. Cleanliness [7] Washing Hands and Face (Check ALL statements which apply) Washes hands with soap Washes face with soap Washes hands and face with water Dries hands and face None of the above ____	(1) APT (2) BEG PP (3) ILL (4) INS an (5) LEA (6) MAN Ha

Material for Instruction

CHING RESEARCH CURRICULUM: Toileting, p. 50.
ching the Retarded Child, Activities of Daily Living Skills, Hygiene:
ilet Training I and II, pp. 48-53.
LET TRAINING IN LESS THAN A DAY.
LET TRAINING THE HANDICAPPED CHILD.
LET TRAINING THE RETARDED.

: Toilet trained, Item 14, pp. 1-2.
tructional Programming for the Handicapped Student: Using the Toilet, pp.
2-814.
RNING STAIRCASE: Module: Toilet Training, Level 2.
RNING STEPS:
ing the bathroom at scheduled times, p. 176.
aching to pull down his pants, p. 177.
aching to take off pants, p. 178.
aching to use toilet, p. 179.
aching to get up from toilet, p. 180.
aching to put on clean pants, p. 181.
aching to flush toilet, p. 182.
aching to wash his hands, pp. 183-184.
WAYS TO TEACH NEW SKILLS, PART 4: Toilet regulation and scheduling.
F. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 2-327.00, 2-330.00A,
336.00A
tage: Self-help 85.
ject Vision-Up: 94SH36-48; 95SH36-48, 131SH48-72, 132SH48-72.
p-By-Step Learning Guide for Older Retarded Children: Self Care: Toileting,
sks 23-24, pp. 35-36.
CHING RESEARCH CURRICULUM: Toileting, p. 50.

: Washing skills, Item 15, pp. 1-2.
INNING WITH THE HANDICAPPED: Handwashing, pp. 21-22; Face Washing,
. 22-24.
INOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: Handwashing.
TRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Washing Face, Ears,
d Neck, pp. 419-421; Washing Hands, pp. 422-424.
RNING STAIRCASE: Module: Fine Motor, Level 5, Self Help Skills #5, #9.
UAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN:
ndwashing.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
7. Washing Hands and Face (Cont.)	7. Washing Hands and Face (Cont.)	(7) NEW WAYS TO TEACH NEW SKILLS, PART 4: Handwashing. (8) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 3-396.00A, 3-446.00A (9) Portage: Self-help 16, 27, 31, 40, 74. (10) Project MORE: Hand Washing. (11) Project Vision-Up: 45SH24, 46SH24, 47SH24, 84SH36-42, 85SH36-42, 88SH36-48, 145SH60. (12) RADEA: Functional Living: 58, Wash body; 72, Distinguish water temperature. (13) Step-By-Step Learning Guide for Older Retarded Children; Self Care: Grooming, Tasks 55-56, pp. 60-61. (14) TEACHING RESEARCH CURRICULUM: Personal Hygiene: Washes hands, p. 51; washes faces, p. 52-53. (15) TEACHING THE RETARDED CHILD: Daily Living Skills: Hygiene: Washing Hands, pp. 53-56; Washing face, pp. 56-59.
[8] Bathing (Circle only ONE) Prepares and completes bathing unaided Washes and dries self completely without prompting or helping Washes and dries self reasonably well with prompting Washes and dries self with help Attempts to soap and wash self Cooperates when being washed and dried by others Makes no attempt to wash or dry self	[8] Bathing (Circle only ONE) Prepares and completes bathing unaided Washes and dries self completely without prompting or helping Washes and dries self reasonably well with prompting Washes and dries self with help Attempts to soap and wash self Cooperates when being washed and dried by others Makes no attempt to wash or dry self	(1) APT: Showering, Item 16, pp. 1-2; Shampooing, Item 20, p. 1. (2) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Shampooing hair, pp. 62-64. (3) LEARNING STEPS: To take a bath, pp. 207-211; To wash her hair, pp. 212-214. (4) NEW WAYS TO TEACH NEW SKILLS, PART 4: Bathing or showering, shampooing hair. (5) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 4-540.00A (6) Portage: Self-help 49, 78, 97. (7) Project MORE: Hair Washing. (8) Project Vision-Up: 117SH48, 147SH60, 148SH60, 149SH60, 170SH72, 171SH72, 172SH72 (9) RADEA: Functional Living: Task 58, Level 2, Wash entire body, Functional Living: Task 45 A-D, Shampoo hair. (10) Step-By-Step Learning Guide for Older Retarded Children: Tasks 58-60, pp. 63-64. (11) TEACHING RESEARCH CURRICULUM: Personal Hygiene, Takes bath or shower, pp. 53-54; combs hair, p. 54.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
[9] Personal Hygiene (Check ALL statements which apply) Has strong underarm odor Does not change underwear regularly by self Skin is often dirty if not assisted Does not keep nails clean by self **None of the above** ____ Does not apply, e.g., because he or she is completely dependent on others. (If checked, enter "0" in the circle to the right.)	**[9] Personal Hygiene** (Check ALL statements which apply) Has strong underarm odor Does not change underwear regularly by self Skin is often dirty if not assisted Does not keep nails clean by self **None of the above** ____ Does not apply, e.g., because he or she is completely dependent on others. (If checked, enter "0" in the circle to the right.)	(1) APT: Shaving, Men, Item 26a, pp. 1-9; Shaving, Women, Item 26b, pp. 1-7. Hair brushing, Item 24, pp. 1-2. (2) BEGINNING WITH THE HANDICAPPED: Nose Care, p. 25. (3) ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: Nose blowing, combing/brushing hair. (4) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Combing Hair (Male), 53-55; Shaving with an Electric Razor, pp. 65-67. (5) LEARNING STEPS: Introduction to personal hygiene, pp. 186-198; To keep his nails clean, p. 201. (6) NEW WAYS TO TEACH NEW SKILLS, PART 4: Shaving (7) Portage: Self-help 55, 60, 77, 86. (8) Project MEMPHIS: Personal grooming, p. 80. (9) Project MORE: Hair Washing Complexion Care Hair Rolling Care of Eyeglasses Use of Deodorant Nose Blowing (10) Step-By-Step Learning Guide for Older Retarded Children, Self Care: Grooming, Tasks 53-54, pp. 58-59. (11) TEACHING RESEARCH CURRICULUM: Personal Hygiene: Blows nose, p. 53.
[10] Tooth Brushing (Circle only ONE) Applies toothpaste and brushes teeth with up and down motion Applies toothpaste and brushes teeth Brushes teeth without help, but cannot apply toothpaste Brushes teeth with supervision Cooperates in having teeth brushed Makes no attempt to brush teeth		(1) APT: Toothbrushing, Item 18, pp. 1-2. (2) BEGINNING WITH THE HANDICAPPED: Brushing Teeth, pp. 24-27. (3) ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: Tooth brushing. (4) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Brushing teeth, pp. 415-418. (5) LEARNING STAIRCASE: Module: Fine Motor: Level 5, Self Help Skills #10. (6) LEARNING STEPS: To brush teeth, p. 204; To use toothpaste, p. 205; To rinse mouth, p. 206. (7) MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: Tooth brushing. (8) NEW WAYS TO TEACH NEW SKILLS, PART 4: Tooth brushing.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright
PART ONE

Children and Adults	Public School Version	
10. Tooth Brushing (Cont.)	10. Tooth Brushing (Cont.)	(9) PERI 3-4 (10) Port (11) Proj (12) Proj (13) RADE Tas (14) Step Tas (15) TEAC (16) TEAC pp.
[11] **Menstruation** (Circle only ONE) (If males, Circle "no menstruation") No menstruation Cares for self completely for menstruation without assistance or reminder Cares for self reasonably well during menstruation Helps in changing pads during menstruation Indicates pad needs changing during menstruation Indicates that menstruation had begun Will not care for self or seek help during menstruation		(1) APT: (2) Proj
D. Appearance [12] **Posture** (Check ALL statements which apply) Mouth hangs open Head hangs down Stomach sticks out because of posture Shoulders slumped forward and back bent Walks with toes out or toes in Walks with feet far apart Shuffles, drags, or stamps feet when walking Walks on tiptoes **None of the above** ___ Does not apply, e.g., because he or she is bedfast or non-ambulatory (If checked, enter "0" in the circle to the right)	*D. Appearance* [12] **Posture** (Check ALL statements which apply) Mouth hangs open Head hangs down Stomach sticks out because of posture Shoulders slumped forward and back bent Walks with toes out or toes in Walks with feet far apart Shuffles, drags, or stamps feet when walking Walks on tiptoes **None of the above** ___ Does not apply, e.g., because he or she is bedfast or non-ambulatory (If checked, enter "0" in the circle to the right)	(1) INST pp. (2) Step Ger (3) TEAC

Material for Instruction

'. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 2-355.00A, 3-430.00A, 30.00B, 4-565.00A
age: Self-help 36, 63, 84.
ect MORE: Toothbrushing.
ect Vision-Up: 62SH30-36, 115SH48, 116SH48, 143SH60.
A: Functional Living: Task 39, Independent brushing;
k 78, Brush teeth correctly for 30 seconds.
-By-Step Learning Guide for Older Retarded Children, Self Care: Grooming, k 57, p. 62.
HING RESEARCH CURRICULUM: Personal Hygiene, Brushes teeth, pp. 52-53.
HING THE RETARDED CHILD: Daily Living Skills: Hygiene, Brushing teeth, 59-63.

Menstruation, Item 22, p. 102.
ect MORE: Feminine Hygiene.

TRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Correct Posture, 56-58.
-By-Step Learning Guide for Older Retarded Children, Gross Motor: neral Task 147, p. 130.
HING RESEARCH CURRICULUM: Gross Motor Skills: Tiptoes, pp. 109-111.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright
PART ONE

Children and Adults	Public School Version	
[13] **Clothing** (Check ALL statements which apply) Clothes do not fit properly if not assisted Wears torn or unpressed clothing if not prompted Rewears dirty or soiled clothing if not prompted Wears clashing color combinations if not prompted Does not know the difference between work shoes and dress shoes Does not choose different clothing for formal and informal occasions Does not wear special clothing for different weather conditions (raincoat, overshoes, etc.) **None of the above** ____ Does not apply, e.g., because he or she is completely dependent on others. (If checked, enter "0" in the circle to the right.)	[13] **Clothing** (Check ALL statements which apply) Clothes do not fit properly if not assisted Wears torn or unpressed clothing if not prompted Rewears dirty or soiled clothing if not prompted Wears clashing color combinations if not prompted Does not know the difference between work shoes and dress shoes Does not choose different clothing for formal and informal occasions Does not wear special clothing for different weather conditions (raincoat, overshoes, etc.) **None of the above** ____ Does not apply, e.g., because he or she is completely dependent on others. (If checked, enter "0" in the circle to the right.)	(1) LE T (2) PE (3) Pc (4) RA
E. Care of Clothing [14] **Care of Clothing** (Check ALL statements which apply) Wipes and polishes shoes when needed Puts clothes in drawer or chest neatly Sends clothes to laundry without being reminded Hangs up clothes without being reminded **None of the above** ____	*E. Care of Clothing* [14] **Care of Clothing** (Check ALL statements which apply) Wipes and polishes shoes when needed Puts clothes away neatly Not applicable to schools Hangs up clothes without being reminded **None of the above** ____	(1) AP (2) IN 5 (3) LE T T (4) NE (5) PE 2 (6) Pc (7) Pr (8) RA 5 5

Material for Instruction

ARNING STEPS:
o select his clothes, p. 149.
RF. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 4-526.00A, 5-824.00.
rtage: Self-help 92.
DEA: Functional Living 64, Selecting Clothing.

T: Clothing Care, Item 21, p. 1.
STRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Polishing shoes, pp. 9-61.
ARNING STEPS:
o pick up clothes, p. 148;
o put clothes away, pp. 150-151.
W WAYS TO TEACH NEW SKILLS, PART 4: Polishing shoes/boots.
RF. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 2-339.00A, 2-354.00A, -354.00B, 5-816.00, 5-824.00.
rtage: Self-help 42, 62, 87.
oject Vision-Up: 123SH48-60, 124SH48-60, 160SH72, 161SH72.
DEA: Functional Living, 32, 33, 49, 50, Sorting clothes;
6 Hanging clothes;
2, 53 Folding clothes.

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PART ONE

Children and Adults	Public School Version	Material for Instruction
F. Dressing and Undressing	*F. Dressing and Undressing*	Note: BEGINNING WITH THE HANDICAPPED offers suggested training activities for undressing (which are to be taught first) and suggests reverse activities can be used to teach dressing skills. (1) APT: Dressing, Item 17, pp. 1-2. (2) BEGINNING WITH THE HANDICAPPED (Describes skills for undressing only): Pants, pp. 38-39; Pullover Shirt, pp. 38-40; Coat, pp. 39-41; Socks, pp. 40-42; Buttoning, p. 44; Mittens and Gloves, p. 45. (3) ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: Mittens, zipping, snapping, buttoning, hats, shirt/blouse and pullover, dress, pants/trousers, coat. (4) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Closing snaps, pp. 576-578; Buttoning shirt/blouse, pp. 579-581; Putting on belt, pp. 582-585; Putting on bra, pp. 586-589; Putting on pullover shirt, pp. 590-593; Putting on shirt/blouse, pp. 594-596; Putting on pants or underpants, pp. 597-599; Zipping pants, pp. 606-608. (5) LEARNING STAIRCASE: Module: Fine Motor, Level 5, Self Help Skills: #2, #3, #7, #8, #12, #13, #14. (6) LEARNING STEPS: Introduction to dressing, pp. 130-135; To pull off pants, p. 138; To take off shirt, p. 139; To pull clothes over head, p. 140; To tell 'front' from 'back', p. 141; To learn 'left' from 'right', p. 142; To pull up pants, p. 145; To put on jacket or shirt, p. 146; To pull a shirt over head, p. 147; To unzip jacket or pants, p. 152; To zip up jacket or pants, p. 153; To unbuckle belt, p. 154; To unbutton clothes, p. 156. (7) NEW WAYS TO TEACH NEW SKILLS, PART 4: Pants/trousers, dress, buttoning. (8) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 2-279.00A, 2-323.00A, 2-332.00A, 3-379.00A, 3-386.00A, 3-388.00A, 5-814.00. (9) Portage: Self-help 13, 18, 19, 20, 22, 23, 24, 37, 48, 51, 52, 54, 58, 59, 64, 65, 66, 70, 71, 73, 80, 81. (10) Project MEMPHIS: Buttoning, pp. 62-63, 81; Predressing skills, pp. 79-80.
[15] Dressing (Circle only ONE) Completely dresses self Completely dresses self with verbal prompting only Dresses self by pulling or putting on all clothes with verbal prompting and by fastening (zipping, buttoning, snapping) them with help Dresses self with help in pulling or putting on most clothes and fastening them Cooperates when dressed by extending arms or legs Must be dressed completely	**[15] Dressing** (Circle only ONE) Completely dresses self (raincoat, overshoes, etc.) Completely dresses self with verbal prompting only Dresses self by pulling or putting on all clothes with verbal prompting and by fastening (zipping, buttoning, snapping) them with help Dresses self with help in pulling or putting on most clothes and fastening them Cooperates when dressed by extending arms or legs Must be dressed completely	
[16] Undressing at Appropriate Times (Circle only ONE) Completely undresses self Completely undresses self with verbal prompting only Undresses self by unfastening (unzipping, unbuttoning, unsnapping) clothes with help and pulling or taking them off with verbal prompting Undresses self with help in unfastening and pulling or taking off most clothes Cooperates when undressed by extending arms or legs Must be completely undressed		

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
15. Dressing (Cont.) 16. Undressing (Cont.)	15. Dressing (Cont.) 16. Undressing (Cont.)	(11) Project Vision-Up: 10SH11, 11SH12, 13SH12, 32SH24, 35SH24, 36SH24, 37SH24, 38SH24, 53SH24-30, 61SH30, 71SH36, 73SH36, 74SH36, 75SH36, 76SH36, 77SH36, 78SH36, 105SH48, 106SH48, 107SH48, 108SH48, 109SH48, 120SH48-60, 121SH48-60, 122SH48-60, 130SH48-72, 150SH60, 151SH60, 154SH60, 157SH72, 159SH72. (12) RADEA: Functional Living: 35 A, B, C Pants Off; 36 A, B, C, D, E Shirt Off; 37 A, B, C, D Pants On; 39 A, B, C Shirt On; 46 Buttoning; 47 Unbuttoning. (13) STEP-BY-STEP DRESSING. (14) Step-By-Step Learning Guide for Older Retarded Children, Self Care: Dressing, Tasks 25, 26, 28-36, 40, pp. 36-37, 39-44, 47-48. (15) TEACHING RESEARCH CURRICULUM: Remove pants, underpants p. 35; remove jacket, sweater, p. 35; remove T-shirt, dress, pp. 35-36; puts on pants, underpants, p. 36; puts on T-shirt, dress, p. 37; puts on jacket, sweater, p. 37; unbuttons, p. 38; removes coat, buttons, p. 38; zips, unzips, pp. 38-39; buttons, p. 39; puts on coat, p. 39; unsnaps, p. 40; belt: unbuckles, threads, buckles, pp. 40-41; slide-hook fastener: unfastens, fastens p. 41; snaps, p. 42. (16) TEACHING THE RETARDED CHILD: Daily Living Skills; Dressing: Taking Off T-shirt, pp. 20-25; Putting on T-shirt, pp. 25-30; Taking Off Pants, pp. 30-34; Putting On Pants, pp. 34-38; Taking Off Socks, pp. 38-42; Putting On Socks, pp. 42-45. (17) TRAINING FOR INDEPENDENCE: (1) Independent Use of Zippers, Buttons, Shoes and Socks; (2) Independent Dressing Skills. (18) TRAINING PROGRAM FOR PARENTS OF RETARDED CHILDREN OR ISN'T IT ABOUT TIME HE OUTGREW THIS: Shirt/blouse/pullover, buttoning, pants/trousers. Note: The above references are to be used with items 15 and 16.
[17] **Shoes** (Check ALL statements with apply) Puts on shoes correctly without assistance Ties shoe laces without assistance Unties shoe laces without assistance Removes shoes without assistance **None of the above** ___	[17] **Shoes** (Check ALL statements with apply) Puts on shoes correctly without assistance Ties shoe laces without assistance Unties shoe laces without assistance Removes shoes without assistance **None of the above** ___	(1) BEGINNING WITH THE HANDICAPPED: Shoes, p. 41 and 43; Lacing, pp. 41 and 43, Tying, pp. 42 and 44. (2) ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: Tying shoe laces, shoes, socks. (3) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Putting on shoes, pp. 600-602; Putting on socks, pp. 603-605. (4) ISN'T IT ABOUT TIME HE OUTGREW THIS OR A TRAINING PROGRAM FOR PARENTS OF RETARDED CHILDREN: Socks. (5) LEARNING STAIRCASE: Module: Fine Motor, Level 5, Self Help Skills #11, #15.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
17. Shoes (Cont.)	17. Shoes (Cont.)	(6) LEARNING STEPS: Teaching to pull off shoes, p. 136; To pull off socks, p. 137; To learn 'left' and 'right', p. 143; To put on shoes, p. 143; To put on socks, p. 144; To tie a shoe, pp. 157-158. (7) MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: Tying shoe laces, socks. (8) NEW WAYS TO TEACH NEW SKILLS, PART 4: Shoes, socks. (9) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 2-346.00A, 2-347.00A, 2-347.00B, 3-387.00A, 4-519.00A, 4-527.00A (10) Portage: Self-Help 19, 21, 35, 50, 67, 89, 90, 104. (11) Project Vision-Up: 12SH12, 33SH24, 34SH24, 39SH24, 70SH36, 79SH36, 129SH48-72, 155SH72, 158SH72. (12) RADEA: Perceptual Motor: Task 37, Lacing Shoe. (13) STEP-BY-STEP DRESSING. (14) Step-By-Step Learning Guide for Older Retarded Children, Self Care: Dressing, Task 27, p. 38; Tasks 37-39, pp. 45-47. (15) TEACHING RESEARCH CURRICULUM: Remove socks, p. 35; removes shoes, p. 36; puts on socks, p. 36; puts on shoes, pp. 37-38; unties shoe laces, p. 40; ties shoe laces, p. 42. (16) TRAINING FOR INDEPENDENCE: Independent Use of Zippers, Buttons, Socks and Shoes.
G. Travel [18] **Sense of Direction** (Circle only ONE) Goes a few blocks from hospital or school ground, or several blocks from home without getting lost Goes around hospital ground or a few blocks from home without getting lost Goes around cottage, ward, or home alone Gets lost whenever leaving own living area	*G. Travel* [18] **Sense of Direction** (Circle only ONE) **Goes a few blocks from school ground without getting lost** **Goes around school ground without getting lost** **Goes around school room alone** **Gets lost whenever he leaves his own room**	(1) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 4-564.00. (2) Portage: Self-Help 88, 93, 99.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright
PART ONE

Children and Adults	Public School Version	
[19] Public Transportation (Check ALL statements which apply) Rides on train, long-distance bus or plane independently Rides in taxi independently Rides subway or city bus for unfamiliar journeys independently Rides subway or city bus for familiar journeys independently None of the above ___	[19] Public Transportation (Check ALL statements which apply) Rides on train, long-distance bus or plane independently Rides in taxi independently Rides subway or city bus for unfamiliar journeys independently Rides subway or city bus for familiar journeys independently None of the above ___	(1) INST pp.
H. Other Independent Functioning [20] Telephone (Check ALL statements which apply) Uses telephone directory Uses pay telephone Makes telephone calls from private telephone Answers telephone appropriately Takes telephone messages None of the above ___	*H. Other Independent Functioning* [20] Telephone (Check ALL statements which apply) Uses telephone directory Uses pay telephone Makes telephone calls from private telephone Answers telephone appropriately Takes telephone messages None of the above ___	(1) PERF (2) Port Lan (3) Step Tas (4) TEAC Dia pp. (5) TRAI
[21] Miscellaneous Independent Functioning (Check ALL statements which apply) Toilets self at night Toilets self unassisted, e.g., getting on bed, covering with blanket, etc Has ordinary control of appetite, eats moderately Knows postage rates, buys stamps from Post Office Looks after personal health, e.g., changes wet clothing Deals with simple injuries, e.g., cuts, burns Knows how and where to obtain a doctor's or dentist's help Knows about welfare facilities in the community None of the above ___	[21] Miscellaneous Independent Functioning (Check ALL statements which apply) Not applicable to schools Not applicable to schools Has ordinary control of appetite, eats moderately Knows postage rates, buys stamps from Post Office Looks after personal health, e.g., changes wet clothing Deals with simple injuries, e.g., cuts, burns Knows how and where to obtain a doctor's or dentist's help Knows about welfare facilities in the community None of the above ___	(1) APT: (2) COLL HAN (3) INST (4) PERF 5-8 (5) RADE

Material for Instruction

RUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Use of public bus,
553-562.

. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 4-408.00, 4-480.00.
age. Socialization, 58.
guage 88.
-By-Step Learning Guide for Older Retarded Children: Perception: Numbers,
k 232, p. 184.
HING RESEARCH CURRICULUM: Gives own telephone number verbally, p. 316;
ls phone number, pp. 316-317; Answers telephone, p. 317; Dials emergency,
317-318.
NING FOR INDEPENDENCE: Retention of Important Oral Phrases and Numbers.

Bedmaking, Item 29, pp. 1-6.
ECTION OF PAPERS AND PROGRAMS RELATED TO PUBLIC SCHOOL SERVICE FOR SEVERELY
DICAPPED STUDENTS, VOLUME IV: "Home living skills".
RUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Making beds, pp. 546-549.
. OBJ. FOR PRESCHOOL CHILDREN: Self Care Skills 4-592.00, 5-817.00,
18.00, 5-827.00, 5-862.00.
A: Functional Living, Task 74, Makes a bed.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
II. PHYSICAL DEVELOPMENT *A. Sensory Development* *(Observable functioning ability)* [22] Vision (With glasses, if used) (Circle only ONE) No difficulty in seeing Some difficulty in seeing Great difficulty in seeing No vision at all	II. PHYSICAL DEVELOPMENT *A. Sensory Development* *(Observable functioning ability)* [22] Vision (With glasses, if used) (Circle only ONE) No difficulty in seeing Some difficulty in seeing Great difficulty in seeing No vision at all	(1) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Color discrimination Skills, pp. 632-636; Shape Discrimination Skills, pp. 649-657. (2) MODIFICATION OF AN AUTISTIC CHILD'S GLASSES WEARING BEHAVIOR IN TWO SETTINGS.
[23] Hearing (With hearing aid, if used) (Circle only ONE) No difficulty in hearing Some difficulty in hearing Great difficulty in hearing No hearing at all	[23] Hearing (With hearing aid, if used) (Circle only ONE) No difficulty in hearing Some difficulty in hearing Great difficulty in hearing No hearing at all	(1) PERF. OBJ. FOR PRESCHOOL CHILDREN: Language and Speech skills 3-432.00.
B. Motor Development [24] Body Balance (Circle only ONE) Stands on "tiptoe" for ten seconds if asked Stands on one foot for two seconds if asked Stands without support Stands with support Sits without support Can do none of the above	*B. Motor Development* [24] Body Balance (Circle only ONE) Stands on "tiptoe" for ten seconds if asked Stands on one foot for two seconds if asked Stands without support Stands with support Sits without support Can do none of the above	(1) APT: Sitting, Item No. 1, pp. 1-4. (2) BEGINNING WITH THE HANDICAPPED: Sitting, pp. 54-55; Balance, pp. 60-62. (3) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Head Control, pp. 667-670; Sitting Balance, pp. 681-685; Standing Up Without Support, pp. 686-688. (4) LEARNING STAIRCASE: Module: Gross Motor. (5) LEARNING STEPS: Introduction to Body Movement, pp. 57-62; Making Aware of Himself and His Body, pp. 69-70; To lift Head and Chest, pp. 71-72; Learn to Sit Up, pp. 75-78; Learn to Stand, p. 80; Developing Balance, p. 242. (6) MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: Sitting properly. (7) NEW WAYS TO TEACH NEW SKILLS, PART 4: Standing. (8) PERF. OBJ. FOR PRESCHOOL CHILDREN: Gross Motor Skills 1-167.00, 1-190.00, 1-196.00, 2-251.00, 2-261.00. (9) Portage: Motor 19, 20, 22, 25, 31, 35, 37, 47, 85, 96, 139.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
24. Body Balance (Cont.)	24. Body Balance (Cont.)	(10) Project MEMPHIS: Balance, pp. 64; 88. (11) Project Vision-Up: 34PD4, 35PD5, 37PD5, 38PD6, 42PD6, 43PD6, 58PD9, 61PD9, 63PD9-11, 66PD10-11. (12) RADEA: Perceptual Motor: Balance 14, 47, 48, 49, 50, 55, 56, 64, 73, 77, 83, 84; Presitting: 1, 3, 5; Sitting: 6, 7, 8. (13) Step-By-Step Learning Guide for Older Retarded Children: Gross Motor: Body Balance, Tasks 124-128, pp. 114-116. (14) TEACHING RESEARCH CURRICULUM: Gross Motor Skills-Basic, pp. 70-80; GMS-Lower extremity 81-90; tiptoes, pp. 109-111; standing on one foot, pp. 112-113.
[25] **Walking and Running** (Check ALL statements which apply) Walks alone Walks up and down stairs alone Walks down stairs by alternating feet Runs without falling often Hops, skips or jumps **None of the above** ____	[25] **Walking and Running** (Check ALL statements which apply) Walks alone Walks up and down stairs alone Walks down stairs by alternating feet Runs without falling often Hops, skips or jumps **None of the above** ____	(1) APT: Walking, Item No. 2, pp. 1-5; Hopping, Item No. 3, pp. 1-2; Walks in line, Item 34, pp. 1-2. (2) BEGINNING WITH THE HANDICAPPED: Walking, pp. 55-58; Running, p. 59; Jumping, pp. 59-60; Balance, pp. 62-67; Eye Foot Coordination, pp. 73-76. (3) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Walking, pp. 698-701; Walking up and down stairs, pp. 702-704. (4) LEARNING STAIRCASE: Module: Gross Motor (5) LEARNING STEPS: Beginning to Walk, pp. 63-68; Learn to Walk, pp. 85-86; Walk Longer Distances, pp. 89-90; Learn to Go Upstairs, p. 91; Go Down Stairs, p. 92; Making an Obstacle Course, p. 250; Improving Body Movements, p. 251. (6) PERF. OBJ. FOR PRESCHOOL CHILDREN: Gross Motor Skills 1-205.00, 1-211.00, 2-352.00 2-353.00, 3-363.00, 3-401.00, 3-431.00, 3-469.01, 4-470.00, 4-515.00, 4-516.00, 4-516.01, 4-517.00, 4-534.00, 4-580.00, 4-610.00, 4-629.00, 4-654.00, 5-836.00, 5-886.00. (7) Portage: Motor 21, 44, 45, 46, 55, 56, 61, 66, 68, 83, 86, 97, 98, 99, 100, 101, 102, 104, 105, 106, 108, 109, 113, 114, 116, 136, 138. (8) Project MEMPHIS: Movement Coordination, pp. 63; 87. Movement Emphasis, pp. 87-88. (9) Project Vision-Up: 75PD14-17, 79PD14-17, 87PD18, 88PD18, 90PD18, 102PD19-24. (10) RADEA: Perceptual Motor: Prewalking: 13, 14, 15, 18, 19, 20. Walking: 20, 45, 46, 49, 50, 53, 55, 67, 77, 83, 85. Hopping: 66, 71, 78, 83, 85. Skipping: 86 Jumping Rope: 69, 70, 85, 88, 89. Stairs: Upstairs: 21, 29, 36; Downstairs: 21, 31, 62. Galloping: 82, 83, 85. (11) Step-By-Step Learning Guide for Older Retarded Children: Gross Motor: Locomotor Skills, Tasks 113-123, pp. 108-113.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
25. Walking and Running (Cont.)	25. Walking and Running (Cont.)	(12) TEACHING RESEARCH CURRICULUM: Walking, pp. 90-92; running, pp. 92-93; walking up, p. 104, walking down, pp. 104-105; stairs, pp. 105-107; standing, 108; walking 108-109; jumping on toes, 113-115; strength skills, pp. 129-139.
[26] Control of Hands (Check ALL statements which apply) Catches a ball Throws a ball overhand Lifts cup or glass Grasps with thumb and finger None of the above ___	[26] Control of Hands (Check ALL statements which apply) Catches a ball Throws a ball overhand Lifts cup or glass Grasps with thumb and finger None of the above ___	(1) APT: Cobbler's Bench, Item 27, pp. 1-3; Painting on Paper, Item 28, pp. 1-3; Stringing Beads, Item 29, pp. 1-4; Cutting Out Forms, Item 30, pp. 1-4; Stacking Rings, Item 31, pp. 1-4; Color Matching, Item 43, pp. 1-2; Puzzle (3 piece), Item 33, pp. 1-2; Ball Passing, Item 35, pp. 1-2; Tossing a Ball, Item 36, pp. 1-2. (2) BEGINNING WITH THE HANDICAPPED: Eye-Hand Coordination, pp. 77-82; Puzzles, pp. 90-91; Imitates Shapes, pp. 91-92. (3) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Building a Five Block Tower, pp. 658-660; Catching a Ball, pp. 661-663; Cutting with Scissors, pp. 664-666; Putting Together a Simple Puzzle, pp. 671-673. (4) KARNES EARLY LANGUAGE ACTIVITIES: Motor 41: To string 1-inch wooden beads, Motor 50: To cut with scissors. (5) LEARNING STAIRCASE: Module: Fine Motor, Level 1: Prepatory Exercises, Level 2; Eye Hand, Level 3; Prewriting, Level 4; Visual Perception, Level 6 cutting. (6) LEARNING STEPS: Teaching to Play Ball, p. 252; Balls for group Games, too, p. 253. (7) MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: Catching/passing/tossing balls, puzzles, drawing/coloring/painting. (8) NEW WAYS TO TEACH NEW SKILLS, PART 4: Lacing (9) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care Skills 2-340.00; Gross Motor Skills 2-352.01, 3-383.00, 3.419.00, 3-464.00, 4-555.00, 4-600.00, 4-609.00. (10) Portage: Motor: 32, 39, 43, 48, 50, 51, 52, 53, 54, 59, 64, 65, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 80, 81, 82, 84, 93, 94, 95, 111, 122, 125, 126, 127. Cognitive: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 20, 21, 22, 23, 24, 26, 37, 39, 40. (11) Project MEMPHIS: Grasping, pp. 64-65; Occular Training, pp. 91-92; Eye-hand Coordination I and II, p. 92; Stringing Beads; Block Tower; Building and Assembly; Drawing and Pencil Control, pp. 93-96; Functional Use of Scissors, p. 96; Right and Left Discrimination, p. 96; Recognition of Body Parts, pp. 110-111; Perceptual-Motor Integration, p. 111. (12) Project Vision-Up: 121PD31-36, 139PD37-42, 158PD43-48, 159PD49-54, 160PD49-54.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright
PART ONE

Children and Adults	Public School Version
26. Control of Hands (Cont.)	26. Control of Hands (Cont.)
[27] Limb Function (Check ALL statements which apply) Has effective use of right arm Has effective use of left arm Has effective use of right leg Has effective use of left leg None of the above ____	[27] Limb Function (Check ALL statements which apply) Has effective use of right arm Has effective use of left arm Has effective use of right leg Has effective use of left leg None of the above ____

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Material f[illegible] Instruction

EA:
ɔss grasp/pincer grasp: Perceptual Motor: Tasks 9, 16, 17, 22
Functional Living: Tasks 3, 4, 9
ll Skills: rolling: Perceptual Motor: Tasks 10, 24, 63
Functional Living: Tasks 43, 44
ll Skills: bouncing: Perceptual Motor: Tasks 27, 54, 79
Functional Living: Task 44
ll Skills: Throwing/catching: Perceptual Motor: Tasks 34, 39, 51, 52, 54, 57, 61, 63, 79
Functional Living: Tasks 4, 44
nipulatives: blocks, puzzles: Perceptual Motor: Tasks 23, 30, 32
Functional Living: Tasks 42, 67
nipulatives: Pegboards: Perceptual Motor: Tasks 40, 60, 81
nipulatives: Stringing: Perceptual Motor: Tasks 35, 68
Functional Living: Task 42
nipulatives: Scissors: Perceptual Motor: Tasks 74, 75, 76, 80
nipulatives: Paper/pencil/crayon: Perceptual Motor: Tasks 53, 72
Functional Living: Task 41
dependent use of thumb: Functional Living: Task 28, Level 2.
p-By-Step Learning Guide for Older Retarded Children: Fine Motor: Hand
d Finger Exercises, Tasks 72-78, pp. 76-81;
e-Hand Coordination, Tasks 79-89, pp. 82-90;
o-Hand Coordination, Tasks 90-97, pp. 90-95;
tting with Scissors, Tasks 98-102, pp. 96-99.
CHING RESEARCH CURRICULUM: Gross motor skills-upper extremity, reaching, . 94-95; grasping 95-96, opening/closing doors, pp. 100-101; picking up jects (shapes, cylinders, etc.), 118-123; pasting, holding pencil/crayon, lors, cuts with scissors, pp. 124-128.

TRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Riding a Tricycle, . 674-676; Roller skating, pp. 677-680.
NES EARLY LANGUAGE ACTIVITIES: Motor Activities: Rolls ball, Card 1; Pat uffed animal, Card 4; Wave bye-bye, Card 6; point to body part, Card 12; row beanbag, Card 16.
tage: Motor 85 (Tricycle), 89, 91, 92, 106, 107, 118, 131, 132.
ject MEMPHIS: Treatment of inactive arm, p. 89.
ject Vision-Up: 97PD19-24, 120PD31-36, 148PD43-48, 149PD43-48, 0PD43-48, 151PD43-48, 152PD43-48.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
27. Limb Function (Cont.)	27. Limb Function (Cont.)	(6) RADEA: Perceptual Motor 26, Tricycle, Functional Living: 42, 67, Tricycle (7) Step-By-Step Learning Guide for Older Retarded Children: Gross Motor: Arm Strength and Endurance, Tasks 135-146, pp. 120-129. (8) TEACHING RESEARCH CURRICULUM: Body orientation: Stepping, pp. 97-98; touching nose, p. 99; Opening and closing hands, pp. 99-100, Imitating arm movements, pp. 101-102.
III. ECONOMIC ACTIVITY *A. Money Handling and Budgeting* [28] **Money Handling** (Circle only ONE) Uses banking facilities independently Makes change correctly but does not use banking facilities Adds coins of various denominations, up to one dollar Uses money, but does not make change correctly Does not use money	III. ECONOMIC ACTIVITY *A. Money Handling and Budgeting* [28] **Money Handling** (Circle only ONE) Uses banking facilities independently Makes change correctly but does not use banking facilities Adds coins of various denominations, up to one dollar Uses money, but does not make change correctly Does not use money	(1) PERF. OBJ. FOR PRESCHOOL CHILDREN: Cognitive Skills: 4-572.00; Math skills: 5-780.00, 5-781.00, 5-782.00. (2) Portage: Cognitive 74. (3) RADEA: Functional Living 85A-D, 86, 87, 88, 89, 90. Oral Language 112. (4) TEACHING RESEARCH CURRICULUM: Monetary Concepts, pp. 302-304. (5) TRAINING FOR INDEPENDENCE: Identification of Coins
[29] **Budgeting** (Check ALL statements which apply) Saves money or tokens for a particular purpose Budgets fares, meals, etc Spends money with some planning Controls own major expenditures **None of the above** ___	[29] **Budgeting** (Check ALL statements which apply) Saves money or tokens for a particular purpose Budgets fares, meals, etc. Spends money with some planning Controls own major expenditures **None of the above** ___	

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright
PART ONE

Children and Adults	Public School Version	
B. Shopping Skills	*B. Shopping Skills*	(1) INS ti Ri (2) PER (3) Pro
[30] **Errands** (Circle only ONE) Goes to several shops and specifies different items Goes to one shop and specifies one item Goes on errands for simple purchasing without a note Goes on errands for simple purchasing with a note Cannot be sent on errands	[30] **Errands** (Circle only ONE) Goes to several shops and specifies different items Goes to one shop and specifies one item Goes on errands for simple purchasing without a note Goes on errands for simple purchasing with a note Cannot be sent on errands	
[31] **Purchasing** (Circle only ONE) Buys all own clothing Buys own clothing accessories Makes minor purchases without help (candy, soft drinks, etc.) Does shopping with slight supervision Does shopping with close supervision Does no shopping	[31] **Purchasing** (Circle only ONE) Buys all own clothing Buys own clothing accessories Makes minor purchases without help (candy, soft drinks, etc.) Does shopping with slight supervision Does shopping with close supervision Does no shopping	(1) PER
IV. LANGUAGE DEVELOPMENT *A. Expression* [32] Writing (Circle only ONE) Writes sensible and understandable letters Writes short notes and memos Writes or prints forty words Writes or prints ten words Writes or prints own name Cannot write or print any words	IV. LANGUAGE DEVELOPMENT *A. Expression* [32] Writing (Circle only ONE) Writes sensible and understandable letters Writes short notes and memos Writes or prints forty words Writes or prints ten words Writes or prints own name Cannot write or print any words	(1) INS pp Wo (2) PER 5- (3) Por Co (4) Pro (5) Pro (6) RAD Pe

Material for Instruction

TRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Following basic instruc-
ons, pp. 637-639; Following complex instructions, pp. 640-642;
ding a public bus, pp. 553-562.
F. OBJ. FOR PRESCHOOL CHILDREN: Self care skills 4-558.00A-B.
ject Vision-Up: 173SH72.

F. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 4-504.00.

TRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Printing the Alphabet,
. 822-829; Tracing and Copying Words and Phrases, pp. 830-833; Printing
rds and Phrases, pp. 834-836; Printing Simple Sentences, pp. 837-862.
F. OBJ. FOR PRESCHOOL CHILDREN: Fine Motor Skills 4-640.01,
904.00.
tage: Motor 110, 112, 117, 121, 124, 137.
gnitive 19, 28, 29, 30, 33, 53, 54, 58, 62, 67, 91, 100.
ject MEMPHIS: Drawing and pencil control, pp. 65-66.
ject TELEPAC: Written Name, Address and Phone Number, Programmed Spelling.
EA: Visual Perception: 79, 80, 81, 82, 83, 84, 85, 99, 101, 102.
rceptual Motor: 72.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
32. Writing (Cont.)	32. Writing (Cont.)	(7) Step-By-Step Learning Guide for Older Retarded Children: Fine Motor: Writing Readiness, Tasks 103-112, pp. 101-105. (8) TEACHING RESEARCH CURRICULUM: Reading: Write sound dictated, pp. 204-206; holds pencil, draws lines - writes given and last name, pp. 251-261; copies word correctly on line, p. 266; copies 5-word sentence correctly on a line, pp. 266-267.
[33] Preverbal Expression (Check ALL statements which apply) Nods head or smiles to express happiness Indicates hunger Indicates wants by pointing or vocal noises Chuckles or laughs when happy Expresses pleasure or anger by vocal noises Is able to say at least a few words (Enter "6" if checked, regardless of other items.) None of the above ___	[33] Verbal Expression (Check ALL statements which apply) Nods head or smiles to express happiness Indicates hunger Indicates wants by pointing or vocal noises Chuckles or laughs when happy Expresses pleasure or anger by vocal noises Is able to talk (Enter "6" if checked, regardless of other items.) None of the above ___	(1) BEGINNING WITH THE HANDICAPPED: Preverbal Communications, pp. 101-103; Signing, pp. 103-104. (2) Bliss Symbols. (3) Communication Boards (4) The Handbook: Communication for the non-verbal. (5) INITIAL EXPRESSIVE LANGUAGE PROGRAM. (6) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Motor and Vocal Imitation, pp. 744-745; Speech and Articulation, pp. 746-754; Language Concepts, pp. 754-770; Increasing Verbal Output, p. 770. (7) LANGUAGE ACQUISTION PROGRAM FOR THE SEVERELY RETARDED (8) LANGUAGE PROGRAMS FOR THE NON-LANGUAGE CHILD. (9) LEARNING STAIRCASE: Module: Auditory: Memory, Level 1 - Sounds; Module: Auditory Perception (10) NON-SPEECH LANGUAGE INITIATION PROGRAM: Non-SLIP (11) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 0-020.00--0.044.00. (12) Portage: Language 1, 2, 3, 4, 10, 11, 12, 13, 16, 21, Cognitive 27, 36. (13) Project MEMPHIS: Identification of Objects, pp. 66-67; Labeling of Objects, pp. 67-68; 100; Shape Matching, p. 68; Identification of Objects by use, pp. 69, 99; Reception language, p. 99. (14) RADEA: Gestures/babbling: Auditory Perception: 8 Oral Language: 4, 14, 15 One word: Oral Language: 17, 18, 24, 28, 29, 34, 35, 36, 40, 42, 44, 51 Two words: Oral Language: 39, 41, 43, 46, 47, 48, 49, 50, 70.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
33. Preverbal Expression (Cont.)	33. Preverbal Expression (Cont.)	(15) Step-By-Step Learning Guide for Older Retarded Children: Language: The Non-verbal Child, Tasks 153-158, pp. 140-142. (16) TEACHING RESEARCH CURRICULUM: Receptive Oral Language: Responds to auditory cues pp. 153-155; responds to name p. 155. Expressive Language: Motor and vocal imitation, pp. 230-231; imitation of vowel and consonant sounds, sound chains, pp. 232-235; spontaneous vocabulary, pp. 237-238; volunteering of verbal answers, pp. 239-246.
[34] Articulation (Check ALL statements which apply--if no speech, check "None" and enter "0" in the circle) Speech is low, weak, whispered or difficult to hear Speech is slowed, deliberate, or labored Speech is hurried, accelerated, or pushed Speaks with blocking, halting, or other irregular interruptions None of the above ___	[34] Articulation (Check ALL statements which apply--if no speech, check "None" and enter "0" in the circle) Speech is low, weak, whispered or difficult to hear Speech is slowed, deliberate, or labored Speech is hurried, accelerated, or pushed Speaks with blocking, halting, or other irregular interruptions None of the above ___	(1) INITIAL EXPRESSIVE LANGUAGE PROGRAM. (2) Project MEMPHIS: Speaking Volume, pp. 98-99. (3) Project Vision-Up: 112LD36-72+ (4) RADEA: Decrease Echolalia, Special Problems. (5) Step-By-Step Learning Guide for Older Retarded Children, Language: Speech, Task 169, p. 149.
[35] Sentences (Circle only ONE) Sometimes uses complex sentences containing "because," "but," etc Asks questions using words such as "why," "how," "what," etc Speaks in simple sentences Speaks in primitive phrases only, or is non-verbal	[35] Sentences (Circle only ONE) Sometimes uses complex sentences containing "because," "but," etc. Asks questions using words such as "why," "how," "what," etc. Speaks in simple sentences Speaks in primitive phrases only, or is non-verbal	(1) BEGINNING WITH THE HANDICAPPED: Nonverbal Communication, pp. 98-101; Imitation, pp. 105-108. (2) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Using polite phrases, pp. 730-734. (3) LANGUAGE ACQUISITION PROGRAM FOR THE SEVERELY RETARDED. (4) LEARNING STAIRCASE: Module: Auditory Memory, Level 2, Words Level 3, Sentence Repetition. (5) PERF. OBJ. FOR PRESCHOOL CHILDREN: Language and Speech Skills 2-315.00, 2-316.00, 2-362.01-2-362.04, 3-364.00, 3-442.00, 3-466.00-3-469.00, 3-469.02, 4-497.00, 4-645.00. (6) Portage: Language 22, 23, 26, 32, 34, 35, 47, 56, 63, 66, 75, 84, 93, Cognitive 46. (7) Project MEMPHIS: Verbal Communication, p. 101; Listening Skills I and II, pp. 101-102; Color Identification/Color labeling, pp. 105-106. (8) Project Vision-Up: 43LD14-18, 47LD18-24, 52LD24-36, 83LD36-48, 115LD42-48, 116LD42-48, 117LD42-48.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright
PART ONE

Children and Adults	Public School Version	
35. Sentences (Cont.)	35. Sentences (Cont.)	(9) RA O O A L G C D O P A (10) St T (11) TE T
[36] Word Usage (Circle only ONE) Talks about action when describing pictures Names people or objects when describing pictures Names familiar objects Asks for things by their appropriate names Is non-verbal or nearly non-verbal	[36] Word Usage (Circle only ONE) Talks about action when describing pictures Names people or objects when describing pictures Names familiar objects Asks for things by their appropriate names Is non-verbal or nearly non-verbal	(1) AP (2) BE S C S P (3) KA 1 (4) LA (5) PE (6) Po 3 C (7) Pr S C (8) Pr

Material for Instruction

DEA:
ral Language: 3-word sent/phrase 52, 53, 54, 55, 56, 67, 68, 69, 76
ral Language: 4-5 word sent. 59, 60, 61, 62
sk questions 63
ogical conclusions 85
iving instructions 64
omplete sentences 90, 91, 92, 102, 103, 104, 105, 106, 110
escriptions 86, 91, 92, 95, 96, 97, 104, 107, 108, 109, 110, 111, 112
pposites 81, 98, 101
repositional phrases 52, 53, 67, 68, 69, 70, 93, 94
nalogies 82.
ep-By-Step Learning Guide for Older Retarded Children: Language: Listening,
ask 106, p. 147.
ACHING THE RETARDED CHILD COMMUNICATION SKILLS: Imitation or Gross Motor
asks, pp. 65-68; Chaining Imitative Behavior, pp. 68-70.

T: Expressive Language, Item 7, pp. 1-3; Verbal Ability, Item 8, p. 1.
GINNING WITH THE HANDICAPPED: Vocabulary: Body Image, pp. 108-109;
elf-Help; Foods, pp. 110-111; Utensils, pp. 111-112; Grooming, pp. 112-113;
lothing, pp. 113-115; Household Furnishings, pp. 115-116; Discrimination:
ensory, pp. 116-117; Shapes, p. 118; Directions, pp. 118-120; Measurements,
p. 120-122; Time, pp. 122-123; Rules, pp. 124-125.
RNES EARLY LANGUAGE ACTIVITIES: Verbal: Name familiar objects 3, 5, 7, 8,
2, 14.
NGUAGE ACQUISITION PROGRAM FOR THE SEVERELY RETARDED.
RF. OBJ. FOR PRESCHOOL CHILDREN: Language and Speech Skills 2-316.00, 3-453.00.
rtage: Language 6, 9, 10, 11, 12, 13, 16, 17, 19, 22, 23, 24, 25, 29, 30, 31,
3, 66;
ognitive 38, 41.
bject MEMPHIS: Following Instructions, pp. 102-103; Shape Matching, pp. 106-107;
hape identification or recognition, p. 107; Shape labeling, pp. 107-108;
omprehension I, II, III, pp. 108-109; Object discrimination, p. 109.
bject Vision-Up: 50LD24-36.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
36. Word Usage (Cont.)	36. Word Usage (Cont.)	(9) RADEA: Gestures/babbling: Auditory Perception: 8 Oral Language: 4, 14, 15 One word: Oral Language: 17, 18, 24, 28, 29, 34, 35, 36, 40, 42, 44, 51 Two words: Oral Language: 39, 41, 43, 46, 47, 48, 49, 50, 70. Recite a story, 104; Express complete thoughts, 105; Descriptions about feelings, events, people. (10) Step-By-Step Learning Guide for Older Retarded Children: Language: Speech Tasks 167-168, 171-174, pp. 148-149, 151-153. (11) TEACHING RESEARCH CURRICULUM: Reading: Basic shapes, pp. 198-199; colors, pp. 200-201. (12) TEACHING THE RETARDED CHILD, Communication Skills: Identification of Objects/ Pictures of Objects, Parts I, II, III, pp. 81-89 and Identification of Opposite Language Concepts, Parts I, II, III; pp. 97-105.
B. Comprehension [37] **Reading** (Circle only ONE) Reads books suitable for children nine years or older Reads books suitable for children seven years old Reads simple stories or comics Reads various signs, e.g., "NO PARKING," "ONE WAY," "MEN," WOMEN," etc. Recognizes ten or more words by sight Recognizes fewer than ten words or none at all	*B. Comprehension* [37] **Reading** (Circle only ONE) Reads books suitable for children nine years or older Reads books suitable for children seven years old Reads simple stories or comics Reads various signs, e.g., "NO PARKING," "ONE WAY," "MEN," WOMEN," etc. Recognizes ten or more words by sight Recognizes fewer than ten words or none at all	(1) EDMARK READING PROGRAM. (2) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Recognizing and Naming Letters, pp. 815-817; Saying the Alphabet, pp. 818-821. (3) LEARNING STAIRCASE: Module: Reading Readiness: Level 1, Pre-Readiness; Level 2, Auditory Modality; Level 3, Visual Modality. Module: Verbal Comprehension, Level 1 - Following Simple Directions, Level 2 - Remembering and Following Directions, Level 3 - Following Directions Using the Words Before, After It, Level 4 - Answering Yes or No to Questions. (4) Portage: Cognitive 77, 90, 92, 94, 97, 98, 105. (5) RADEA: Recognition of printed name: Visual Perception: 99, 100, 101 Functional Living: 61, 62 Pre-reading: Visual Perception: 85, 86, 87, 88, 89, 90, 100, 103 Oral Language: 89. (6) Step-By-Step Learning Guide for Older Retarded Children: Language: Reading Readiness, Tasks 189-196, pp. 161-165.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
37. Reading (Cont.)	37. Reading (Cont.)	(7) TEACHING RESEARCH CURRICULUM: Reading: Pre DISTAR sounds, pp. 202-204; volunteers names of lowercase letters, pp. 209-210; of uppercase letters, pp. 213-214; recognizes sight words, pp. 219-221. (8) TEACHING THE RETARDED CHILD, Communication Skills: Identification of Fun-tional Reading Words, Parts I, II, III; pp. 105-114. (9) TRAINING FOR INDEPENDENCE: (1) Recognition of Functional Words (2) Understanding of Functional Words and Phrases.
[38] **Complex Instructions** (Check ALL statements which apply) Understands instructions containing prepositions, e.g., "on," "in," "behind," "under," etc. Understands instructions referring to the order in which things must be done, e.g., "first do- then do-" Understands instructions requiring a decision: "If –, do this, but if not, do–" **None of the above** ___	[38] **Complex Instructions** (Check ALL statements which apply) Understands instructions containing prepositions, e.g., "on," "in," "behind," "under," etc. Understands instructions referring to the order in which things must be done, e.g., "first do- then do-" Understands instructions requiring a decision: "If –, do this, but if not, do–" **None of the above** ___	(1) BEGINNING WITH THE HANDICAPPED: Body Image Places, p. 71; Body positions in space, pp. 71-73 and 74. (2) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Big-Little, pp. 425-439; Tall-Short, pp. 440-451; Over-Under, pp. 452-463; In Front-Behind, pp. 464-467; High-Low, pp. 468-470; Close-Far, pp. 471-474; In-Out, pp. 475-485; Open-Closed, pp. 486-489; Full-Empty, pp. 490-493; Heavy-Light, pp. 494-496; Hard-Soft, pp. 497-499; Wet-Dry, pp. 500-503; Hot-Cold, pp. 504-507; Right-Left, pp. 508-515; Yes-No, pp. 516-519. Follows Basic Instructions, pp. 637-639; Follows Complex Instructions, pp. 640-642. (3) KARNES EARLY LANGUAGE ACTIVITIES, Verbal 42, To follow 2 verbal directions. Auditory 31, To respond to directions to sit under, in or on an object. (4) LEARNING STAIRCASE: Module: Auditory Memory, Level 4 - Following Directions. (5) PERF. OBJ. FOR PRESCHOOL CHILDREN: Cognitive Skills 4-494.00. (6) Portage: Language 92, 97 Cognitive 35, 82. (7) Project MEMPHIS: Color matching, p. 105. (8) Project Vision-Up: 51LD24-36, 111LD36-72. (9) RADEA: Oral Language: sequencing, 87; ordinal positions-1st, 2nd, 3rd, next, last, 104; verbal instructions - one part 1, 5, 6, 7, 8, 9, 10, 37, 76; 2 part/4 part commands, 45; prepositional phrases 52, 53, 67, 68, 69, 70, 93, 94; anologies, 82; opposites 81, 98, 101. (9) Step-By-Step Learning Guide for Older Retarded Children: Language: Listening, Tasks 159-163, 165, pp. 143-147. (10) TEACHING RESEARCH CURRICULUM: Receptive Oral Language: position and positioning, pp. 164-165.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
C. Social Language Development [39] **Conversation** (Check ALL statements which apply) Uses phrases such as "please," and "thank you" Is sociable and talks during meals Talks to others about sports, family, group activities, etc. **None of the above** ___	*C. Social Language Development* [39] **Conversation** (Check ALL statements which apply) Uses phrases such as "please," and "thank you" Is sociable and talks during meals Talks to others about sports, family, group activities, etc. **None of the above** ___	(1) BEGINNING WITH THE HANDICAPPED: Socialization, pp. 123-124. (2) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Using Polite Phrases, pp. 730-734. (3) KARNES EARLY LANGUAGE ACTIVITIES: Auditory 31, To respond to directions to sit under, in, or on. Verbal 9, 10, To say please and thank you. (4) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 3-406.00, 4-476.00. (5) Portage: Socialization 43, 47, 54, 57, 65, 68, 71, 77. (6) Project Vision-Up: 145LD60-72, 33SP18-48.
[40] **Miscellaneous Language Development** (Check ALL statements which apply) Can be reasoned with Obviously responds when talked to Talks sensibly Reads books, newspapers, magazines for enjoyment Repeats a story with little or no difficulty Fills in the main items on application form reasonably well **None of the above** ___	[40] **Miscellaneous Language Development** (Check ALL statements which apply) Can be reasoned with Obviously responds when talked to Talks sensibly Reads books, newspapers, magazines for enjoyment Repeats a story with little or no difficulty Fills in the main items on application form reasonably well **None of the above** ___	(1) PERF. OBJ. FOR PRESCHOOL CHILDREN: Cognitive Skills 4-594.00. (2) Portage: Language 81, 87, 88. (3) Project MEMPHIS: Comprehension I, II, III, pp. 108-109. (4) Project Vision-Up. 134LD48-72. (5) RADEA: Oral Language: 95, 96, 97, 107, 108, 109, 110, 111, 112. (6) Step-By-Step Learning Guide for Older Retarded Children: Perception: Numbers, Tasks 227-230, pp. 182-183.
V. NUMBERS AND TIME [41] **Numbers** (Circle only ONE) Does simple addition and subtraction Counts ten or more objects Mechanically counts to ten Counts two objects by saying "one...two" Discriminates between "one" and "many" or "a lot" Has no understanding of numbers	V. NUMBERS AND TIME [41] **Numbers** (Circle only ONE) Does simple addition and subtraction Counts ten or more objects Mechanically counts to ten Counts two objects by saying "one...two" Discriminates between "one" and "many" or "a lot" Has no understanding of numbers	(1) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Counting, pp. 100-116; number concepts, pp. 100-116; addition without carrying, pp. 152-158; subtraction without borrowing, pp. 281-285. (2) LEARNING STAIRCASE: Module: Numbers Concepts, Level 1, Pre-Number Concepts; Level 2, Language/Numbers Concepts; Level 3, Number Concepts. (3) PERF. OBJ. FOR PRESCHOOL CHILDREN: Cognitive Skills 4-474.00, 4-623.00. (4) Portage: Cognitive 48, 51, 55, 65, 75, 83, 85, 87, 95, 96, 99, 103, 108. (5) Project MEMPHIS: Seriation, p. 118; Conservation, pp. 118-119; Counting, p. 121; Number Concepts, p. 121. (6) Project Vision-Up: 63ID36-42, 64ID36-48, 73ID42-48, 74ID42-48, 75ID42-48, 87ID48-60, 88ID48-60, 89ID48-60, 131ID60-72. (7) RADEA: Functional Living: 91, 92 (Concepts 1-10); 93, 94, 95, 96. (Symbols 1-10)

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
41. Numbers (Cont.)	41. Numbers (Cont.)	(8) TEACHING RESEARCH CURRICULUM: Reading, Volunteers names of numerals 1 through 10, p. 216. Numbers Concepts: Rate counting, pp. 274-275; counts numbers 1 through 10, pp. 287-288; adds, pp. 294-298, subtracts, pp. 298-301. (9) TRAINING FOR INDEPENDENCE: Counting of Objects.
[42] Time (Check ALL statements which apply) Tells time by clock or watch correctly to the minute Understands time intervals, e.g., between "3:30" and "4:30" Understands time equivalents, e.g., "9:15" is the same as "quarter past nine" Associates time on clock with various actions and events None of the above ___	[42] Time (Check ALL statements which apply) Tells time by clock or watch correctly to the minute Understands time intervals, e.g., between "3:30" and "4:30" Understands time equivalents, e.g., "9:15" is the same as "quarter past nine" Associates time on clock with various actions and events None of the above ___	(1) IT'S ABOUT TIME. (2) LEARNING STEPS: Discrimination, Time, pp. 122-123. (3) PERF. OBJ. FOR PRESCHOOL CHILDREN: Math Skills 5-775.00, 5-776.00, 5-777.00. (4) Portage: Cognitive 69. (5) Project Vision-Up: 140ID72. (6) Step-By-Step Learning Guide for Older Retarded Children: Perception: Numbers, Tasks 231, p. 183. (7) TEACHING RESEARCH CURRICULUM: Tells time, pp. 308-313.
[43] Time Concept (Check ALL statements which apply) Names the days of the week Refers correctly to "morning" and "afternoon" Understands difference between day-week, minute-hour, month-year, etc. None of the above ___	[43] Time Concept (Check ALL statements which apply) Names the days of the week Refers correctly to "morning" and "afternoon" Understands difference between day-week, minute-hour, month-year, etc. None of the above ___	(1) PERF. OBJ. FOR PRESCHOOL CHILDREN: Cognitive Skills: 4-499.00, 4-636.00, 4-655.00; Math Skills 5-772.00-5-774.00, 5-778.00. (2) Portage: Cognitive 69, 102, 104 Language 91, 98. (3) Project Vision-Up: 80ID48-54, 102ID48-72, 103ID48-72, 133ID60-72. (4) RADEA: Oral Language 108, Events related to morning, noon, night. (5) TEACHING RESEARCH CURRICULUM: Telling time: Days of the week, p. 305; correlates general times of Day, pp. 306-308.
VI. DOMESTIC ACTIVITY *A. Cleaning* [44] Room Cleaning (Circle only ONE) Cleans room well, e.g., sweeping, dusting and tidying Cleans room but not thoroughly Does not clean room at all	VI. DOMESTIC ACTIVITY	(1) APT: Dusting, sweeping, mopping, Item 24, pp. 1-2; Bedmaking, Item 26, pp. 1-2. (2) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Housekeeping, pp. 535-545; Sweeping floors, pp. 570-572; Buffing floors, pp. 520-522; Making beds, pp. 546-549. (3) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care Skills 5-815.00, 5-819.00. (4) RADEA: Functional Living 75 empty trash; 76, 77 mopping. (5) Step-By-Step Learning Guide for Older Retarded Children: Self Care: Housekeeping, Tasks 62-63, 68-69, pp. 65-66, 68-69.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
[45] Laundry (Check ALL statements which apply) Washes clothing Dries clothing Folds clothing Irons clothing when appropriate **None of the above** ___		(1) APT: Towel folding, Item 24, p. 1. (2) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Folding sheets, pp. 523-525; Folding towels, pp. 526-530; Folding washcloths, pp. 529-531; Washing clothes, pp. 573-575. (3) RADEA: Functional Living 52, 53 Folding clothing.
B. Kitchen [46] Table Setting (Circle only ONE) Places all eating utensils, as well as napkins, salt, pepper, sugar, etc., in positions learned Places plates, glasses, and utensils in positions learned Places silver, plates, cups, etc., on the table Does not set table at all		(1) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Setting tables, pp. 563-566. (2) KARNES EARLY LANGUAGE ACTIVITIES, Visual 41, To put out a place setting on the table. (3) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills: 2-312.00, 4-631.00. (4) Portage: Self-help 83. (5) Project MORE: Eating. (6) Project Vision-Up: 100SH48, 136SH60. (7) RADEA: Functional Living: 69 Set a place setting at a table. (8) Step-By-Step Learning Guide for Older Retarded Children, Self Care: Housekeeping, Task 65, p. 67.
[47] Food Preparation (Circle only ONE) Prepares an adequate complete meal (may use canned or frozen food) Mixes and cooks simple food, e.g., fries eggs, makes pancakes, cooks TV dinners, etc. Prepares simple foods requiring no mixing or cooking, e.g., sandwiches, cold cereal, etc. Does not prepare food at all		(1) BEGINNING WITH THE HANDICAPPED: Pouring, pp. 35-36. (2) LEARNING STEPS: To pour from a pitcher, p. 116; To prepare foods, pp. 125-127. (3) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care Skills 4-498.00, 4-501.00, 5-810.00, 5-813.00. (4) Portage: Self-Help 95, 98. (5) Project Vision-Up: 126SH48-72, 166SH72. (6) RADEA: Functional Living: 79 Prepare a simple breakfast 80 Make a simple sandwich 81 Use a can opener (7) A SPECIAL PICTURE COOKBOOK (8) Step-By-Step Learning Guide for Older Retarded Children: Self Care: Eating, Tasks 45, 48, 50, pp. 52, 54, 56.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
[48] Table Clearing (Circle only ONE) Clears table of breakable dishes and glassware Clears table of unbreakable dishes and silverware Does not clear table at all		(1) LEARNING STEPS: To clear the table, pp. 120-121. (2) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care Skills 4-478.00. (3) Portage: Self-Help 72. (4) Project Vision-Up: 69SH36. (5) RADEA: Functional Living: 60 Set and clear table 70 Stacks dishes without breaking. (6) Step-By-Step Learning Guide for Older Retarded Children: Self Care: Housekeeping, Tasks 61, p. 65.
C. Other Domestic Activities **[49] General Domestic Activity** (Check ALL statements which apply) Washes dishes well Makes bed neatly Helps with household chores when asked Does household tasks routinely **None of the above ____**		(1) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Buffing Floors, pp. 520-522; Folding Sheets, pp. 523-525; Folding Towels, pp. 526-528; Folding Washcloths, pp. 529-531; Housekeeping, pp. 535-545; Making Beds, pp. 546-549; Mopping Floors, pp. 550-552; Setting Tables, pp. 563-566; Sorting Clothes, pp. 567-569; Sweeping Floors, pp. 570-572; Washing Clothes, pp. 573-575. (2) LEARNING STEPS: To put dishes away, p. 129. (3) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care Skills 5-819.00. (4) Portage: Self-Help 91, 96. (5) RADEA: Functional Living: 73 Wash dishes; 74 Make a bed; 71 Wash the table; 72 Selects appropriate water temperature; 75 Empty trash. (6) Step-By-Step Learning Guide for Older Retarded Children: Self Care: Housekeeping, Tasks 64, 66-67, 70, pp. 66-68, 70.
VII. VOCATIONAL ACTIVITY **[50] Job Complexity** (Circle only ONE) Performs a job requiring use of tools or machinery, e.g., shop work, sewing, etc. Performs simple work, e.g., simple gardening, mopping floors, emptying trash, etc. Performs no work at all	VII. VOCATIONAL ACTIVITY **[50] Job Complexity** (Circle only ONE) **Can perform a job requiring use of tools or machinery, e.g., shop work, sewing, etc.** **Can perform simple work, e.g., simple gardening, mopping floors, emptying trash, etc.** **Can perform no work at all**	(1) THE DEVELOPMENT AND IMPLEMENTATION OF A PUBLIC SCHOOL PREVOCATIONAL PROGRAM FOR TRAINABLE RETARDED AND SEVERELY EMOTIONALLY DISTURBED CHILDREN: Types of jobs. (2) SANTA CRUZ SPECIAL EDUCATION MANAGEMENT SYSTEM (TBC/BCP): Types of jobs. (3) RADEA: Functional Living: 77 Use the mop bucket; 75 Empty the trash cans; 76 Mop the floor.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
[51] Job Performance (Check ALL statements which apply) (If "0" is circled in item 50, check "None of the above" and enter "0" in the circle). Endangers others because of carelessness Does not take care of tools Is a very slow worker Does sloppy, inaccurate work None of the above ____	[51] Job Performance (Check ALL statements which apply) (If "0" is circled in item 50, check "None of the above" and enter "0" in the circle). Endangers self or others because of carelessness Does not take care of tools Is a very slow worker Does sloppy, inaccurate work None of the above ____	(1) COLLECTION OF PAPERS AND PROGRAMS RELATED TO PUBLIC SCHOOL SERVICES FOR SEVERELY HANDICAPPED STUDENTS, VOLUME IV: Vocational adjustment. (2) DEVELOPMENT AND IMPLEMENTATION OF A PUBLIC SCHOOL PREVOCATIONAL TRAINING PROGRAM FOR TRAINABLE RETARDED AND SEVERELY EMOTIONALLY DISTURBED CHILDREN: Vocational adjustment. (3) MADISON'S ALTERNATIVE FOR ZERO EXCLUSION: Vocational adjustment.
[52] Work Habits (Check ALL statements which apply) (If "0" is circled in item 50, check "None of the above" and enter "0" in the circle.) Is late from work without good reason Is often absent from work Does not complete jobs without constant encouragement Leaves work station without permission Grumbles or gripes about work None of the above ____	[52] Work Habits (Check ALL statements which apply) (If "0" is circled in item 50, check "None of the above" and enter "0" in the circle.) Is late for work without good reason Is often absent from work Does not complete jobs without constant encouragement Leaves work station without permission Grumbles or gripes about work None of the above ____	(1) COLLECTION OF PAPERS AND PROGRAMS RELATED TO PUBLIC SCHOOL SERVICES FOR SEVERELY HANDICAPPED STUDENTS, VOLUME IV: Vocational adjustment. (2) DEVELOPMENT AND IMPLEMENTATION OF A PUBLIC SCHOOL PREVOCATIONAL TRAINING PROGRAM FOR TRAINABLE RETARDED AND SEVERELY EMOTIONALLY DISTURBED CHILDREN: Vocational adjustment. (3) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Attending to a task, pp. 412-414; Improving Punctuality, pp. 646-648; Following Supervisor's Instructions, pp. 532-534. (4) MADISON'S ALTERNATIVE FOR ZERO EXCLUSION: A BOOK OF READINGS, VOLUME V: Vocational adjustment. (5) TRAINABLE CHILDREN: CURRICULUM AND PROCEDURES: Vocational/social adjustment, p. 129.
VIII. SELF-DIRECTION *A. Initiative* [53] Initiative (Circle only ONE) Initiates most of own activities, e.g., tasks, games, etc. Asks if there is something to do, or explores surroundings, e.g., home, yard, etc. Will engage in activities only if assigned or directed Will not engage in assigned activities, e.g., putting away toys, etc.	VIII. SELF-DIRECTION *A. Initiative* [53] Initiative (Circle only ONE) Initiates most of own activities, e.g., tasks, games, etc. Asks if there is something to do, or explores surroundings, e.g., home, yard, etc. Will engage in activities only if assigned or directed Will not engage in assigned activities, e.g., putting away toys, etc.	(1) LEARNING STEPS: Introduction to play, pp. 215-238; Using a dress-up corner to increase self-awareness, p. 239; Touching others to teach self-awareness, p. 240; Using limited space to teach self-awareness, p. 241; Building body awareness, p. 243. (2) Portage: Socialization 33. (3) Project MEMPHIS: Developing Self-Concept, pp. 61-62; 83-84; Independent play initiation, p. 85.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
[54] **Passivity** (Check ALL statements which apply) Has to be made to do things Has no ambition Seems to have no interest in things Finishes task last because of wasted time Is unnecessarily dependent on others for help Movement is slow and sluggish None of the above ____ Does not apply, e.g., because he or she is totally dependent on others. (If checked, enter "0" in the circle to the right.)	[54] **Passivity** (Check ALL statements which apply) Has to be made to do things Has no ambition Seems to have no interest in things Finishes task last because of wasted time Is unnecessarily dependent on others for help Movement is slow and sluggish None of the above ____ Does not apply, e.g., because he or she is totally dependent on others. (If checked, enter "0" in the circle to the right.)	(1) Project MEMPHIS: Developing Self-Concept, pp. 61-62.
B. Perseverance [55] **Attention** (Circle only ONE) Will pay attention to purposeful activities for more than fifteen minutes, e.g., playing games, reading, cleaning up Will pay attention to purposeful activities for at least fifteen minutes Will pay attention to purposeful activities for at least ten minutes Will pay attention to purposeful activities for at least five minutes Will not pay attention to purposeful activities for as long as five minutes	*B. Perseverance* [55] **Attention** (Circle only ONE) Will pay attention to purposeful activities for more than fifteen minutes, e.g., playing games, reading, cleaning up Will pay attention to purposeful activities for at least fifteen minutes Will pay attention to purposeful activities for at least ten minutes Will pay attention to purposeful activities for at least five minutes Will not pay attention to purposeful activities for as long as five minutes	(1) BEGINNING WITH THE HANDICAPPED: Eye Contact, pp. 83-85; Sitting for Tasks: Tactual Awareness, pp. 86-87; Symbols and Form Matching, pp. 86-90. (2) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Sitting Appropriately, pp. 406-408; Increasing Attention Span, pp. 409-411; Attending to a Task, pp. 412-414. (3) PERF. OBJ. FOR PRESCHOOL CHILDREN: Self Care Skills 5-833.00. (4) Portage: Language 60 Socialization 46. (5) Project Vision-Up: 80SP60, 83SP60 (6) RADEA: Visual Perception 1, 3, 4 Attending/Localizing; Auditory Perception 1, 2, 21 Attending/Localizing; Functional Living 1, 2, 4, 15 Attending/Localizing. (7) Step-By-Step Learning Guide for Older Retarded Children: Fine Motor: Task Attention, Task 71, p. 75. (8) TEACHING RESEARCH CURRICULUM: Fine Motor Skills: Graduated cylinders, pegboards, puzzles, etc., pp. 120-124. (9) TEACHING THE RETARDED CHILD: Communication Skills, Basic Commands, pp. 70-72.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
[56] Persistence (Check ALL statements which apply) Becomes easily discouraged Fails to carry out tasks Jumps from one activity to another Needs constant encouragement to complete task None of the above ____ Does not apply, e.g., because he or she is totally incapable of any organized activities. (If checked, enter "0" in the circle to the right.)	[56] Persistence (Check ALL statements which apply) Becomes easily discouraged Fails to carry out tasks Jumps from one activity to another Needs constant encouragement to complete task None of the above ____ Does not apply, e.g., because he or she is totally incapable of any organized activities. (If checked, enter "0" in the circle to the right.)	(1) Project Vision-Up: 85SP60-72.
C. Leisure Time [57] Leisure Time Activity (Check ALL statements which apply) Organizes leisure time on a fairly complex level, e.g., plays billiards, fishes, etc. Has hobby, e.g., painting, embroidery, collecting stamps or coins Organizes leisure time adequately on a simple level, e.g., watching television, listening to phonograph, radio, etc. None of the above ____	*C. Leisure Time* [57] Leisure Time Activity (Check ALL statements which apply) Organizes leisure time on a fairly complex level Has hobby, e.g., painting, embroidery, collecting stamps or coins Organizes leisure time adequately on a simple level None of the above ____	(1) ILLINOIS PROGRAM OF SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN: MOTOR PERFORMANCE AND RECREATION INSTRUCTION. (2) LEISURE TIME ACTIVITIES FOR DEAF-BLIND CHILDREN. (3) MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN: Recreation. (4) TEACHING RESEARCH CURRICULUM: Recreation Skills, ball skills, pp. 140-143; swimming, pp. 143-147. Musical activities, pp. 319-320.
IX. RESPONSIBILITY [58] Personal Belongings (Circle only ONE) Very dependable--always takes care of personal belongings Usually dependable--usually takes care of personal belongings Unreliable--seldom takes care of personal belongings Not responsible at all--does not take care of personal belongings	IX. RESPONSIBILITY [58] Personal Belongings (Circle only ONE) Very dependable--always takes care of personal belongings Usually dependable--usually takes care of personal belongings Unreliable--seldom takes care of personal belongings Not responsible at all--does not take care of personal belongings	(1) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Polishing shoes, pp. 59-61. (2) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 5-854.00.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
[59] General Responsibility (Circle only ONE) Very conscientious and assumes much responsibility--makes a special effort; the assigned activities are always performed Usually dependable--makes an effort to carry out responsibility; one can be reasonably certain that the assigned activity will be performed Unreliable--makes little effort to carry out responsibility; one is uncertain that the assigned activity will be performed Not given responsibility; is unable to carry out responsibility at all	[59] General Responsibility (Circle only ONE) Very conscientious and assumes much responsibility--makes a special effort; the assigned activities are always performed Usually dependable--makes an effort to carry out responsibility; one can be reasonably certain that the assigned activity will be performed Unreliable--makes little effort to carry out responsibility; one is uncertain that the assigned activity will be performed Not given responsibility; is unable to carry out responsibility at all	(1) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Attending to a task, pp. 412-414; Improving Academic Productivity, pp. 640-645. (2) Project Vision-Up: 74SP48.
X. SOCIALIZATION [60] Cooperation (Circle only ONE) Offers assistance to others Is willing to help if asked Never helps others	X. SOCIALIZATION [60] Cooperation (Circle only ONE) Offers assistance to others Is willing to help if asked Never helps others	(1) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 4-522.00. (2) Portage: Socialization 48. (3) Project Vision-Up: 52SP36, 96SP72.
[61] Consideration for Others (Check ALL statements which apply) Shows interest in the affairs of others Takes care of others' belongings Directs or manages the affairs of others when needed Shows consideration for others' feelings None of the above ___	[61] Consideration for Others (Check ALL statements which apply) Shows interest in the affairs of others Takes care of others' belongings Directs or manages the affairs of others when needed Shows consideration for others' feelings None of the above ___	(1) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Making friends, pp. 725-726. (2) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 1-214.00, 4-531.00, 4-532.00. (3) Portage: Socialization 56, 59, 72, 79.

AAMD Adaptive Behavior Scale, 1974 Revision, 1975 Copyright PART ONE		Material for Instruction
Children and Adults	Public School Version	
[62] Awareness of Others (Check ALL statements which apply) Recognizes own family Recognizes people other than family Has information about others, e.g., job, address, relation to self Knows the names of people close to him, e.g., classmates, neighbors Knows the names of people not regularly encountered None of the above ___	[62] Awareness of Others (Check ALL statements which apply) Recognizes own family Recognizes people other than family Has information about others, e.g., job, address, relation to self Knows the names of people close to him, e.g., classmates, neighbors Knows the names of people not regularly encountered None of the above ___	(1) LEARNING STEPS: Roles, pp. 124-125. (2) Portage: Language 22, Cognitive 80. (3) Project MEMPHIS: Dramatic Play, pp. 82-83; Understanding self and family, p. 84; Family relationships, pp. 84-85; Comprehension II, pp. 108-109. (4) Project Vision-Up: 6SP2, 7SP3, 9SP4. (5) TEACHING RESEARCH CURRICULUM: Personal Information Concepts: Give parents' names, p. 314; gives address, p. 315; gives telephone number, p. 316.
[63] Interaction With Others (Circle only ONE) Interacts with others in group games or activity Interacts with others for at least a short period of time, e.g., showing or offering toys, clothing or objects Interacts with others imitatively with little interaction Does not respond to others in a socially acceptable manner	[63] Interaction With Others (Circle only ONE) Interacts with others in group games or activity Interacts with others for at least a short period of time, e.g., showing or offering toys, clothing or objects Interacts with others imitatively with little interaction Does not respond to others in a socially acceptable manner	(1) INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT: Increasing Peer Interaction, pp. 722-724; Making Friends, pp. 725-726. (2) LEARNING STEPS: Games for developing awareness of others, p. 244; Circle games for children, pp. 245-248; Basic and safe equipment for children, pp. 255-258. (3) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 1-161.00, 3-389.00, 5-857.00, 5-878.00, 5-860.00. (4) Portage: Socialization 27, 28, 30, 31, 34, 41, 42, 53, 55, 59, 60, 63, 66, 69, 70, 72, 74, 75, 78, 80. (5) RADEA: Perceptual Motor 59, 65, 79 Cooperative play; Functional Living 41, 42, 43, 44, 65, 66, 67, 68, 97 Cooperative play. (6) Step-By-Step Learning Guide for Older Retarded Children: Language: Games, Tasks 197-203. pp. 165-168.
[64] Participation in Group Activities (Circle only ONE) Initiates group activities (leader and organizer) Participates in group activities spontaneously and eagerly (active participant) Participates in group activities if encouraged to do so (passive participant) Does not participate in group activities	[64] Participation in Group Activities (Circle only ONE) Initiates group activities (leader and organizer) Participates in group activities spontaneously and eagerly (active participant) Participates in group activities if encouraged to do so (passive participant) Does not participate in group activities	(1) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 3-439.00, 3-449.00, 4-564.00, 5-841.00, 5-842.00. (2) Portage: Socialization 41, 49, 55, 59, 60, 63, 69, 70, 71, 74, 75, 81, 83.

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Children and Adults	Public School Version	
[65] Selfishness (Check ALL statements which apply) Refuses to take turns Does not share with others Gets mad if he does not get his way Interrupts aide or teacher who is helping another person **None of the above** ____ Does not apply, e.g., because he or she has no social interaction or is profoundly withdrawn. (If checked, enter "0" in the circle to the right)	**[65] Selfishness** (Check ALL statements which apply) Refuses to take turns Does not share with others Gets mad if he does not get his way Interrupts aide or teacher who is helping another person **None of the above** ____ Does not apply, e.g., because he or she has no social interaction or is profoundly withdrawn. (If checked, enter "0" in the circle to the right)	(1) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 3-439.00, 5-843.00, 5-857.00. (2) Portage: Socialization 59, 69, 71. (3) Project Vision Up: 53SP36, 55SP36, 68SP48. (4) TRAINING FOR INDEPENDENCE: When Your Child Misbehaves.
[66] Social Maturity (Check ALL statements which apply) Is too familiar with strangers Is afraid of strangers Does anything to make friends Likes to hold hands with everyone Is at someone's elbow constantly **None of the above** ____ Does not apply, e.g., because he or she has no social interaction or is profoundly withdrawn. (If checked, enter "0" in the circle to the right.)	**[66] Social Maturity** (Check ALL statements which apply) Is too familiar with strangers Is afraid of strangers Does anything to make friends Likes to hold hands with everyone Is at someone's elbow constantly **None of the above** ____ Does not apply, e.g., because he or she has no social interaction or is profoundly withdrawn. (If checked, enter "0" in the circle to the right.)	(1) Patch the Pony Kit (Society for Visual Education, Inc. [SVE]). (2) PERF. OBJ. FOR PRESCHOOL CHILDREN: Social Skills 5-852.00. (3) SEX EDUCATION FOR THE DEVELOPMENTALLY DISABLED.

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A Program for Teaching the Identification of Coins
A Program for Teaching the Recognition of Functional Words
A Program for Teaching the Understanding of Functional Words and Phrases
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